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ABSTRACT

This booklet describes the efforts of the California Department of Education and the California State University, San Bernardino to develop, implement, and evaluate a statewide Reading Recovery program. After presenting a definition of Reading Recovery, the first section of the booklet provides an overview of the Reading Recovery program and of California's program (including future directions). The next section presents research results, noting that students in the program made progress and maintained that progress in second, third, and fourth grades. The booklet also explains and offers a framework for Reading Recovery lessons, discusses implementation of a Reading Recovery program, and notes what California program participants say about the program. Seven tables are included; a list of regional training centers, training sites for teachers, and 18 references are attached. (RS)

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READING RECOVERY IN CALIFORNIA

1991-93

Annual Report

CS011816

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Being able to see children's faces when they realize they can read is the only explanation needed to understand our dedication to this task.

Kathy O'Brien
1951-1992

The Annual Report is published by Reading Recovery in California at California State University, San Bernardino; California State University, Fresno; and Saint Mary's College, Moraga.

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Program Overview

Introduction

Reading Recovery is a program developed to assist children in first grade who are having difficulty learning to read. These children are identified by their classroom teachers as being the lowest in reading acquisition. The program moves these children from the bottom of their class to the average, where they can profit from regular classroom instruction. The one-to-one tutoring of children is provided by a specially trained teacher five days per week, 30 minutes a day for an average of 12-16 weeks. At the end of the program, the child has developed a self-extending system that uses a variety of strategies to read increasingly difficult text.

The professional development of teachers is an integral part of Reading Recovery. The training is an intense, year-long graduate course for teachers consisting of weekly classes affiliated with a university-based Regional Training Center. As the teachers learn how to implement the program, they work simultaneously with children in their home schools. The professional level of the preparation has empowered these experienced teachers to make changes in their own teaching and to systemically impact the teaching in their schools.

Program History

Reading Recovery was developed by Marie M. Clay who conducted observational research in the mid 1960s that enabled her to design techniques for detecting early reading and writing difficulties of children. In the mid 1970s, she developed Reading Recovery procedures with teachers and tested the program in New Zealand (Clay, 1979). The success of this pilot program led to the nationwide adoption of Reading Recovery in New Zealand in the early 1980s.

The success of the program resulted in program initiatives over the next decade in Australia and Ohio (1984), Canada (1988), California and Great Britain (1991). In 1993-94, Reading Recovery sites operated in four Canadian provinces, 48 U.S. States, and the District of Columbia. An estimated 60,000 North American children will be served by Reading Recovery educators during the 1993-94 school year. *In California alone, more than 300 school districts will serve approximately 7,000 children.*

Reading Recovery is approved by the National Diffusion Network (NDN) of the U.S. Department of Education as a developer/demonstrator project. This NDN designation is a recognition of proven program effectiveness.

Reading Recovery in California

In 1990-91, the California Department of Education held a series of meetings throughout the state to encourage networking of teachers, administrators, and university faculty interested in early intervention approaches. This interest was encouraged by Categorical Programs Office Director Hanna Walker, and staff Dennis Parker and Beth Breneman, who were interested in exploring early literacy programs for the at-risk population in California schools. At the same time, efforts to establish a statewide training site for Reading Recovery were underway at California State University, San Bernardino (CSUSB), under the direction of Kathy O'Brien, Coordinator of the Reading Program. Adria F.

Klein, Chair of the Elementary/Bilingual Education Department, and Stanley L. Swartz, Chair of the Department of Advanced Studies in Education. The CSUSB School of Education, in collaboration with Office of Extended Education staff Jan Jackson and Mendy Warman, and San Bernardino and Riverside County Offices of Education staff Marilyn Bush and Pat Botini initiated teacher training during 1991-92 by employing Ohio Reading Recovery teacher leader, Rebecca Shook.

During this same time, one school district and two county offices began developing plans to implement Reading Recovery teacher training in California. Yuba City Unified School District supported the training of teacher leader candidate Marilyn Todd, and the San Diego County Office of Education hired teacher leader Judith Holmes, both trained at Texas Woman's University. The Orange County Office of Education organized a consortium to support the employment of teacher leader Jann Farmer Hailey, who had moved to the area from Australia.

California State University, San Bernardino, developed a statewide implementation plan and through funding from the California Department of Education, appointed Gay Su Pinnell as a visiting professor from The Ohio State University during 1992-93. Pinnell, who along with Charlotte Huck (OSU Professor Emeritus) was instrumental in bringing Reading Recovery to Ohio in 1984, provided programs of preparation for four trainers of teacher leaders (Patricia Kelly, Adria Klein, Judith Neal, and Barbara Schubert) and eleven teacher leaders throughout the state. Additionally, Beverly Hoffman and Rebecca Shook completed an advanced training program and were prepared as clinical trainers.

Reading Recovery has grown rapidly in California (Table 1). In 1992-93, nineteen Reading Recovery teacher classes were conducted in California; a total of 330 teachers were trained by 11 teacher leaders. In 1993-94, teacher leaders are training 39 classes, increasing the number of Reading Recovery teachers to 873. As an additional dissemination strategy, CSUSB has developed a model of recruiting experienced teacher leaders and directly employing them to establish and operate training sites until local districts are able to train their own personnel. This effort has been instrumental in providing California a *jump start* into Reading Recovery. It is estimated that this effort increased California's capacity ten-fold in one year.

Three California university sites are providing Reading Recovery training beginning in 1993-94. The California Regional Training Centers are located at California State University, San

Table 1. Reading Recovery in California

	Teacher Classes	Teachers	Children Served
1991-92	4	75	566
1992-93	19	330	2,027
1993-94	39	873	6,984*
1994-95*	67	1,677	13,416

*Projected

Bernardino; California State University, Fresno; and Saint Mary's College, Moraga. A total of 36 candidates are enrolled in the teacher leader professional development programs at the three campuses.

West Coast Literacy Conference

Among its many professional development activities, Reading Recovery is the primary sponsor of the highly successful West Coast Literacy Conference and Reading Recovery Institute. This annual conference draws teachers, administrators, and Reading Recovery personnel from throughout California, 30 states, and four foreign countries to an important training opportunity for literacy educators. Attendance was almost 1600 in 1994, and is expected to exceed 2000 in 1995 (February 23-26 at the Disneyland Hotel).

Reading Recovery Council of North America

California has participated in the development of the Reading Recovery Council of North America. The initiation of this professional organization is considered a milestone in the development of Reading Recovery. In order to disseminate research and program results, the Council founded a new international journal focusing on early literacy, *Literacy, Teaching and Learning*, that will begin publication in 1994, and appointed Adria F. Klein editor, and Stanley L. Swartz managing editor.

Spanish Reading Recovery

California State University, San Bernardino, began the implementation of a statewide dissemination plan for Reading Recovery in Spanish during 1993-94. Descubriendo La Lectura (DLL), an application of Reading Recovery in Spanish (Escamilla & Andrade, 1992), was constructed for Spanish-speaking students because eventual success in learning to read in English is directly related to successful learning opportunities in native-language literacy. California is establishing a DLL Training Center at CSUSB with the training of Cristina Gómez-Valdez as a bilingual trainer of teacher leaders. This training was designed and completed under the direction of Gay Su Pinnell, with the assistance of Diane DeFord and Carol Lyons from The Ohio State University; Billie Askew and Yvonne Rodriguez from Texas Woman's University; and Kathleen McDonough and Olivia Ruiz from the University of Arizona. This Center at CSUSB will have a leadership role in Descubriendo La Lectura/Reading Recovery in Spanish and will have a significant impact on the development of the program and its accessibility.

Reading Recovery in Spanish will begin statewide in 1994.

During the summer of 1994, CSUSB, in collaboration with the Los Angeles County Office of Education and the San Francisco Unified School District, will sponsor a workshop for bridging to Spanish (supplemental training for those already trained in English) in San Bernardino and San Francisco. California State University, San Bernardino, will also initiate a DLL teacher training class on campus beginning in the fall of 1994-95. This class will serve as a training site and a resource for other California DLL teachers and teacher leaders. These activities initiate concentrated capacity-building efforts that will make DLL available in various locations in California beginning in 1994.

Numerous inquiries about this training have also been received from throughout the United States, and CSUSB expects to begin training teacher leaders from other parts of the country next year as well.

Children . . . continue to learn without later remedial help.

Program for Children

Reading Recovery gives children a second chance to succeed before they enter a cycle of failure. Children are selected for the program based on authentic measures of assessment and teacher judgement. Their regular classroom instruction is then supplemented with daily, one-to-one lessons.

The lessons consist of a variety of reading and writing experiences designed to help children develop effective strategies for literacy acquisition. Instruction continues until the child can read at or above the class average and can continue to learn without later remedial help.

Almost 80 percent of the children in California who have completed a Reading Recovery program have become independent readers. Initial data from Califiornia is consistent with numerous other studies which have shown that Reading Recovery helps a large majority of low-progress readers achieve continued reading success.

Progam for Educators

The remarkable progress that children make in Reading Recovery demonstrates that reading failure is not a foregone conclusion for at-risk students. The key to success for such children is specialized teaching that will enable them to improve quickly—before they are labeled as failures—without disrupting their regular classroom curriculum.

In Reading Recovery, the teacher training begins with a year-long curriculum that integrates theory and practice and is characterized by intensive interaction with colleagues. Following the training year, teachers continue to develop professionally through ongoing contact with their colleagues and instructors. Teachers-in-training teach children while being observed by their colleagues and get feedback on their practice. They reflect on their teaching in the light of literacy theory and peer critique over an extended period of time. Reading Recovery teachers-in-training become literacy experts with highly developed observational skills and a repertoire of intervention strategies that can be tailored to meet the individual needs of students.

Reading Recovery as a System Intervention

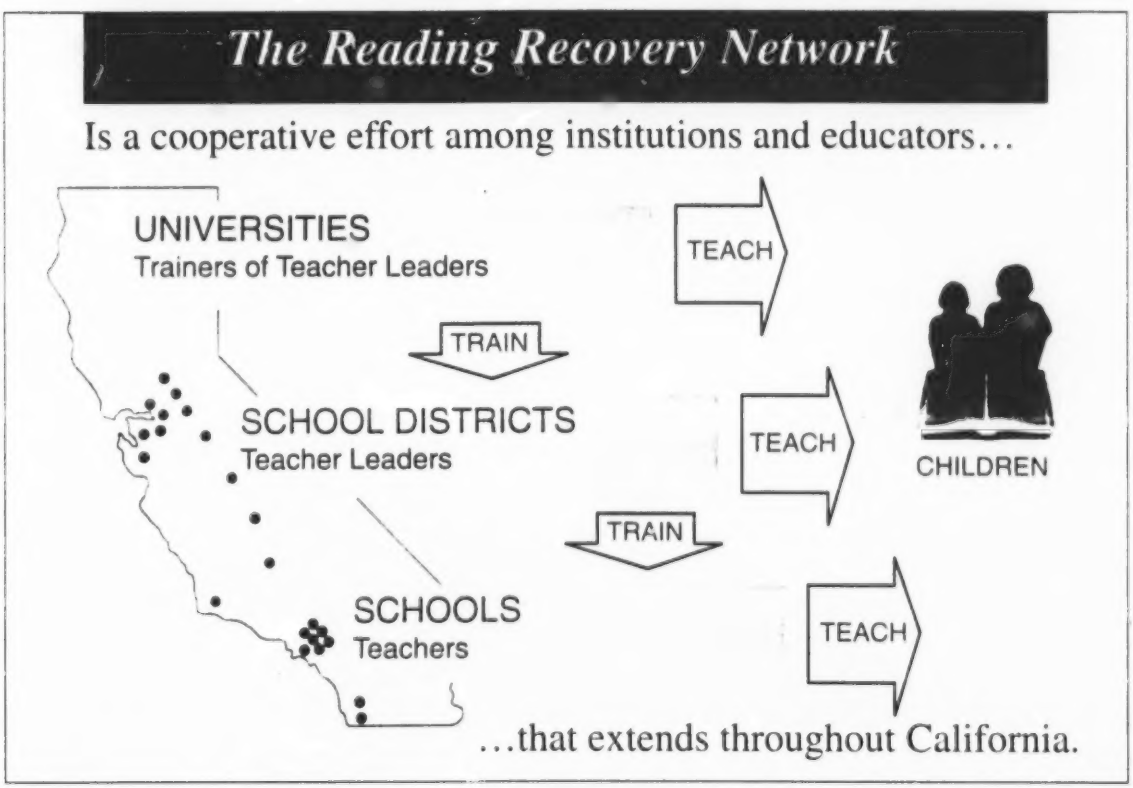
As the scope of the instructional program suggests, Reading Recovery is not a teaching methodology that can be packaged and delivered through a set of materials, a workshop, or a series of courses. Reading Recovery is even more than a program for children and educators. It is a program for school systems that want to impact the educational opportunities for at-risk students. The collaboration of the school and the university promotes change within the system to impact instruction for all children.

The program is adopted by an entire school district or consortia of school districts that have made a long-term commitment to early literacy

intervention. These Reading Recovery sites send an experienced teacher to one of three California Regional Training Centers. Following the training year, these specially prepared teacher leaders return to their home districts and work full-time teaching children, training teachers in Reading Recovery, and performing other duties related to the operation of a site.

The benefits of incorporating Reading Recovery extend well beyond the success of individual students who complete the program. The results achieved by the teachers and children involved in Reading Recovery demonstrate for the entire district the impact powerful teaching can have on low-progress children. Through interaction with Reading Recovery teachers, classroom teachers often begin to construct new theories about how children learn—theories that tend to carry over into classroom instruction.

Districts that have adopted Reading Recovery have the additional benefit of lower costs for special services. Reading Recovery has been shown to reduce the rate of retention, special education placements, and remediation beyond first grade. And no time is lost delivering the services that will effect these changes. At most sites, teachers undergo training outside of regular school hours, and they actually begin working with students as the training begins.



Reading Recovery as a Network of Educators and Institutions

Institutions and educators that have adopted Reading Recovery become part of an extensive network to support early literacy. In 1993-94, the Reading Recovery in California network included more than 300 school districts. The staffs of these institutions included more than 1,000 educators, including 970 Reading Recovery teachers, 31 teacher leaders, and 15 university faculty. These individuals and institutions work together to preserve the integrity of Reading Recovery and improve its effectiveness as an early intervention program in California.

Future Directions in California

The implementation of Reading Recovery in California has presented some unique problems and opportunities. Reading Recovery personnel from throughout the state are actively involved in finding solutions to the early literacy and learning challenges that affect the future success of children.

- New training models are under development to accommodate the various schedules used by year-round schools.
- Continued discussions are in progress regarding the number of available instructional days and the impact on program results. Some California schools have reported as low as 145 student days and as few as three lessons per week.
- The statewide dissemination plan for Descubriendo La Lectura/Reading Recovery in Spanish has been developed and is on schedule for a 1994-95 start.
- Personnel from CSUSB are involved in the development of an early literacy model for use by primary classroom teachers. Tentatively called *Literacy Links*, this new program developed under the direction of Gay Su Pinnell, will be initiated on a limited basis beginning in the fall of 1994. It is specifically designed to support the activities of Reading Recovery.
- West Coast Literacy Conference and Reading Recovery Institute planning for 1995 includes a DLL strand and an expansion of various training opportunities.
- New research questions and data sets are being developed for use in California. This activity will be focused on a variety of unique California needs, including speakers of other languages.
- Reading Recovery in California personnel have initiated a project to develop additional titles of *little books* that better reflect the diverse cultures of California and carry a variety of more traditional American themes. These books are also being published in Spanish to support the DLL training.

Research Results

The success of Reading Recovery has been carefully documented since its inception. Pilot studies in New Zealand and the United States demonstrated that the program provides children in the lower 20 percent of their class with the strategies necessary to read at or above grade level in an average of 12-16 weeks. Follow-up studies in both countries further showed that Reading Recovery children continue to read at an average level or better after receiving the intervention, reducing the need for long-term remediation.

California Results for 1991-93

1991-1992. During the first year of Reading Recovery implementation in California, 566 children were served. Of the 377 children who received 60 or more lessons, 303 (87 percent) successfully completed the program (discontinued) as independent readers (O'Brien, Swartz, & Shook, 1992). All teachers involved were still in training, two groups at CSUSB, and one each in Northern California, Orange County, and San Diego. Discontinued children were tested at the end of the year on the level of text difficulty; 84 percent read at or above average grade level. On a test of phonemic awareness, 93 percent were at or above an average band of performance for their grade. A survey of Reading Recovery teachers indicated a very positive response to their training. While the comments of classroom teachers, parents, and district administrators were overwhelmingly positive, many questions arose as to how the program could be disseminated more rapidly. Unique California challenges arose during the first year of implementation; for example, new schedules for children's programs and teacher training had to be considered because of the year-round school model used extensively in California.

1992-1993. The second year of Reading Recovery implementation in California was marked by rapid expansion. A total of 2,027 children were served by the 330 teachers involved in the program, indicating that teachers served an average of 7 children each.

Children made accelerated progress and caught up with their peers.

A large percentage (77 percent) of the teacher groups were in their training year. Of the 1334 children who received full programs, 1037 (78 percent) were discontinued as successful readers (Swartz, Shook, & Hoffman, 1993). Table 2 displays beginning and end-of-year scores for those children. These data indicated that all children who received the minimum number of lessons constituting a full program in Reading Recovery made progress during the year. These children received an average of 64 lessons, with discontinued children receiving an average of 59 lessons, and not-discontinued children receiving an average of 83 lessons. In general, not-discontinued children experienced a longer program and made slower progress than did those who successfully completed the program. Discontinued children made accelerated progress. These children were assessed at the

end of the academic year on measures of reading, phonemic awareness, and writing. Tables 3, 4, and 5 show the growth rate for Reading Recovery program children on measures of writing vocabulary, dictation, and text reading with the total performance on each exceeding the average band of a group of randomly selected children not in the program. Eighty-nine percent were at or above average levels in writing vocabulary, 95 percent on dictation, and 89 percent in reading, indicating that this group of children made accelerated progress and caught up with their peers. This comparison provides a very rigorous test for Reading Recovery children because the average band is drawn from the middle and upper level achievement groups.

A goal of Reading Recovery is to help children build self-extending systems that allow them to continue to learn without extra help. Children who enter the program early in the first grade year are likely to be released mid-year and are expected to continue to make progress through participation in regular classroom instruction alone. The extent to which this goal is reached is indicated by assessing the progress made from mid-year to end-of-year by the group of children who are discontinued during the year. Average rate of progress for this group is presented in Table 6. Discontinued children entered the program with an average text reading level score of .45, discontinued with an average score of 12.21, and ended the year with an average reading level of 18.20. To put this into perspective, they entered as nonreaders, discontinued at a level considered to be the end of first grade, and at the end of first grade year reached a level equivalent to second grade reading level as usually defined in traditional reading systems.

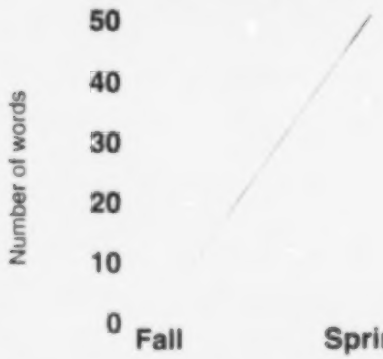
Table 2.

1992-93 Scores for Reading Recovery Program Children, Discontinued, and Not-Discontinued

Measure	Term of Testing	Discontinued* Children	Not-Discontinued** Children	Total Program*** Children
Writing Vocabulary (Max = 10 minute timed)	Fall	3.85	2.25	3.36
	Spring	47.38	29.21	43.46
Dictation (Max = 37)	Fall	5.49	2.47	4.59
	Spring	34.75	27.37	33.14
Text Reading Level	Fall	.48	.33	.43
	Spring	15.28	5.71	13.20

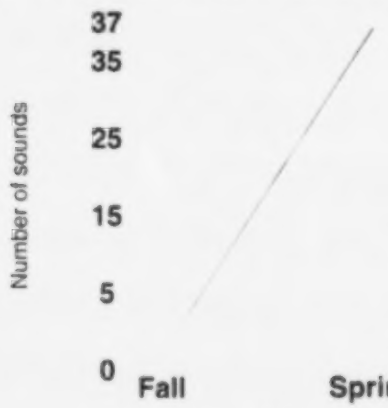
* Released from the program at or above average level.
** Do not reach an average reading level.
*** 60 or more lessons or have been successfully discontinued.

Table 3. Writing Vocabulary.
(10 minute maximum)



Average band 25.64 - 45.64

Table 4. Dictation (37 maximum).



Average band 23.26 - 33.31

Table 5. Text Reading.

Average band 5.89 - 15.54

Data from the 1992-1993 project indicated that Reading Recovery was successfully implemented during its second year and that the program has potential for helping California's at-risk students become successful readers in their first year of school. As before, surveys of classroom and Reading Recovery teachers, parents, and administrators were very positive. Some of those comments are presented later in this report. The expansion of the program also provided an opportunity to identify some of the problems to be solved if Reading Recovery is to achieve its potential.

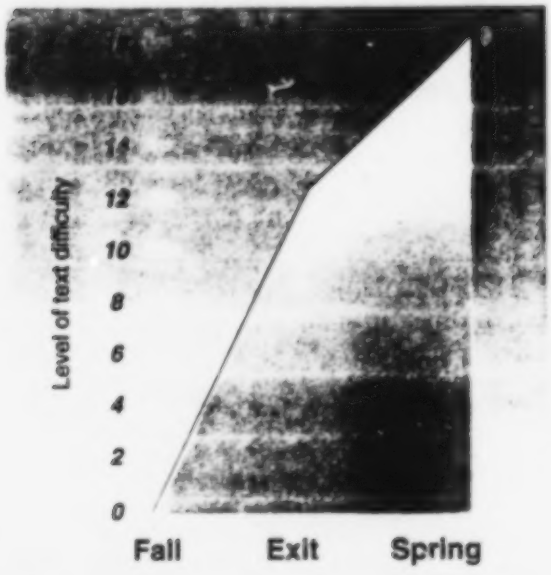
As Reading Recovery has grown, the academic community has shown interest in various effects of the program. Researchers have compared Reading Recovery with other intervention programs, evaluated its cost-effectiveness, and studied its long-term effects on children. Others have explored such areas as the success of the teacher training component and the impact of the program on learning disabled students. This research, combined with the data collected each year on children who receive the program, provides answers to some of the most commonly asked questions about Reading Recovery.

How do discontinued Reading Recovery students compare to their peers at the end of first grade?

Reading Recovery students, all of whom begin first grade at the bottom of their class, make considerable progress as a result of the program, especially when combined with effective classroom instruction.

The first end-of-year study on Reading Recovery in the United States (Pinnell, DeFord, & Lyons, 1988) indicated that 73.5 percent of the 136

Table 6. Text Reading.



randomly assigned Reading Recovery students were discontinued from the program. Over 90 percent of the discontinued students were performing at or above average on four measures of reading ability at the end of first grade, and more than 70 percent were performing at or above average on three other measures of assessment. At the end of the year, the gain score of the Reading Recovery students on a nationally normed standardized test, *California Test of Basic Skills* (CTBS), was 8.6 compared to a score of 2.4 earned by a similar group of randomly assigned first graders who had received another form of compensatory education.

Researchers at Texas Woman's University found that the 1,789 Reading Recovery students who successfully completed the program performed at an average or better level on three measures of reading and writing ability at the end of their first grade year (Askew, Frasier, & Griffin, 1993).

Individual Reading Recovery sites documented similar results in their annual reports. The Halifax, Canada (Talwar & Hill, 1993) site reported that in the spring of 1990 their discontinued Reading Recovery students read an average text level of 15, compared with an average first grade band of 11-19. At the end of the school year in 1991, the discontinued Reading Recovery first graders were reading an average text level of 16, compared to an average band of 11-21, and in 1992, discontinued Reading Recovery students read at an average level of 16, compared to an average band of 15-22.

Students maintained progress in second, third, and fourth grades.

In 1992-93 (National Diffusion Network, 1993), 83 percent (22,493) of all the children in North America who had received a complete Reading Recovery program were discontinued. When compared to a random sample of classmates at the end of the year, 85 percent of these students scored at or above the average band range on writing vocabulary, 94 percent on dictation, and 83 percent on text reading.

Are the gains made in Reading Recovery sustained over time?

Research indicates that Reading Recovery students not only become average or better readers in first grade, they develop a *self-extending* learning system, which enables them to continue learning at least as quickly as their peers in later grades.

A follow-up study to the Pinnell et al. (1988) study (Table 7) showed that students served in Reading Recovery maintained progress in second, third, and fourth grades (Pinnell, 1989). Fourth grade Reading Recovery students demonstrated that they could accurately read text at the sixth-grade level or above. Additionally, these children proved to be excellent spellers, producing spellings on a fifth grade level spelling test closer to conventional than their randomly selected peers.

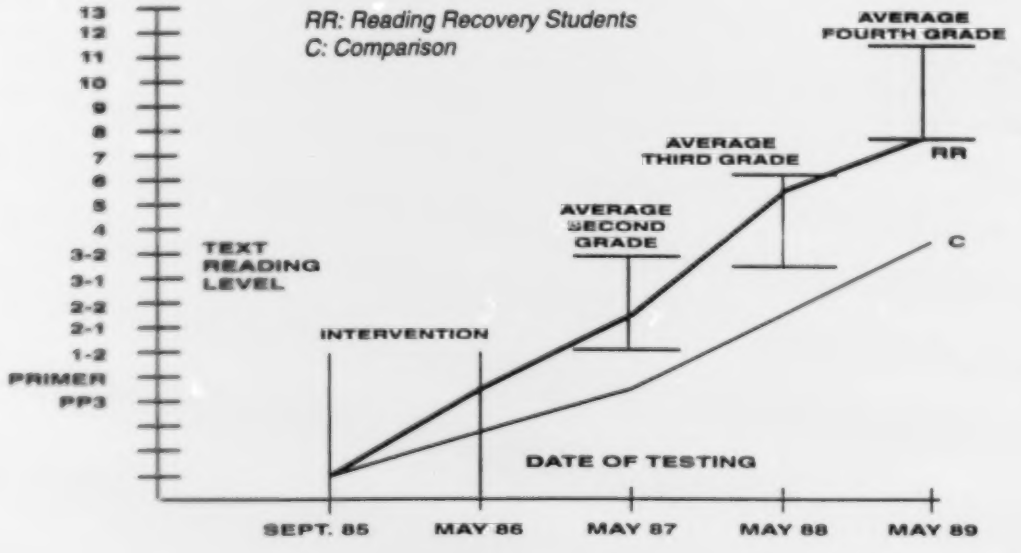
Smith-Burke, Jaggar, & Ashdown (1993) tested 174 second grade children who had successfully completed Reading Recovery as first graders in 1990-91. Their performance on several measures was compared to that of a grade level, random sample of 177 children. The following results highlight the strong residual effects of the program:

- Eighty-nine percent of the Reading Recovery children scored within or above the average band on text reading compared to 80 percent of the random sample, and 23 percent of the Reading Recovery children scored above the average band.
- Ninety-six percent of the Reading Recovery children scored at grade two or above, compared to 89 percent of the random sample.
- At the end of second grade, the average Reading Recovery child was able to read passages roughly equivalent to fifth grade basal reading material with at least 90 percent accuracy.

How does Reading Recovery compare to other early intervention programs?

Large scale and local investigations demonstrate that Reading Recovery is a particularly effective method to improve the reading acquisition of at-risk children.

Table 7. Follow-up Study (Pinnell, 1989)
Gains made by students after completing Reading Recovery



A recent study (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994) compared Reading Recovery with four other types of early intervention: (1) an individual tutorial program similar to Reading Recovery, but taught by a teacher with an abbreviated training program; (2) Direct Instructional Skills Plan (Cooter & Reutzel, 1987), an individual tutorial taught without Reading Recovery by experienced reading teachers; (3) a small-group intervention taught by trained Reading Recovery teachers; and (4) a control group, which received a standard federally funded remediation program.

The final report concluded that Reading Recovery children performed significantly better than children from an equivalent control group and the three other intervention programs. Reading Recovery was the only group that scored better on all tests, showing long-term improvements in reading. At the end of 70 days of instruction, Reading Recovery children were reading five levels ahead of children who received regular remedial reading lessons. Even though the control group continued to receive lessons for the rest of the year, Reading Recovery children were still three reading levels above the remedial group average when all children were tested the following fall.

Another investigation supported the findings of this study. Reading Recovery students were compared with a group of students similarly at-risk and a reference group comprised of average-performing first graders (Gregory, Earl, & O'Donoghue, 1993). The Reading Recovery students received daily Reading Recovery lessons plus regular classroom instruction. The comparison group received regular classroom instruction, plus necessary intervention services (ESL, special education, parent volunteers, private tutors). The reference group received regular classroom instruction only.

Researchers reported that Reading Recovery students scored higher than comparison students on end-of-year measures, that the performance of Reading Recovery students improved at a faster rate than their at-risk peers who did not receive Reading Recovery, and that Reading Recovery students made significantly greater gains than both their average-achieving classmates and the comparison group based on results of the *Woodcock Reading Mastery Test*, the *Metropolitan Achievement Test*, a spelling assessment, and a miscue analysis.

Is Reading Recovery cost-effective?

Evidence indicates that Reading Recovery can reduce costs associated with at-risk students by lowering retention rates and thereby reducing the need for remediation and special education referrals.

Dyer (1992) found that while Reading Recovery requires an initial and ongoing investment, its implementation is educationally sound and reduces the necessity of more commonly used means of intervention. The study concluded that school districts implementing the program will realize significant long-term cost savings through reductions in grade retentions, remedial Chapter 1 services, and special education placements—savings that can more than offset the short term costs of implementing and operating the program.

In an analysis of program costs similar to the one reported by Dyer, Swartz (1992) developed a comparison of expenditures for remedial

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programs and Reading Recovery in the State of California (Table 8). Using average student caseloads and average costs per student provided by the California Department of Education and student service configurations and length-of-stay reported by practitioners, Reading Recovery costs were found to be half of those for Chapter 1 and retention and a quarter of those for special education placement. The cost figures and estimates of various program elements were purposefully conservative to ensure that the important focus on program effectiveness was not distracted by inflated cost-effectiveness claims.

Researchers have also examined Reading Recovery's ability to reduce first grade retentions, the need for further remediation, and the number of students classified as learning disabled, with positive results:

- One study found that the first grade retention rate in a school district that had implemented Reading Recovery dropped from 4.3 percent in the three years before implementation to 2.9 percent four years after system-wide implementation (Lyons & Beaver, in press).
- The same study showed that the district reduced its enrollment in learning disabilities classrooms at the end of first grade from 1.8 percent of the first grade in the three years before full implementation to .64 percent in three years after implementation.
- Another study documented the experience of a district that reduced its first grade retentions significantly in the five years following the implementation of Reading Recovery, which resulted in considerable savings (Lyons, Pinnell, & DeFord, 1993).

Table 8. Cost Comparison of Selected Intervention Programs in California.

Program	Students Served Per Day	Minutes Per Day	Length of Stay in Program	Total Cost Per Student
Chapter 1	40	30	3-5 years	$ 4552
Special Education (RSP)	28	90-120	5-7 years	$ 9104
Retention	n/a	n/a	1 year	$ 4598
Reading Recovery	4	30	16 weeks	$ 2276

The Reading Recovery Lesson

Reading Recovery teachers use a battery of six measures called the Observation Survey to select the lowest-achieving children in their classrooms (see box). In addition to regular classroom reading instruction, these children receive daily Reading Recovery lessons.

The first two weeks of each child's program are designed to develop the student's strengths. This period, referred to as *roaming around the known*, is comprised of a variety of literature-based activities that build the child's confidence and establish a rapport between teacher and child. The teacher uses this time to learn about the child's ability and build a foundation for the individualized lessons that will follow.

Each lesson includes five components:

- Reading many known stories,
- Reading a story that was read once the day before,
- Writing a story,
- Working with a cut-up sentence, and
- Reading a new book that will be read independently the next day.

During these reading and writing activities, the teacher provides just enough support to help the child develop the effective strategies that independent readers use. This teacher assistance supports the process through which children learn to predict, confirm, and understand what they read. Writing opportunities are essential for developing strategies for hearing sounds in words, representing messages, and for monitoring and checking their own reading and writing.

Selecting and Evaluating Reading Recovery Children

At the beginning of each academic year, children at risk of reading failure are selected for Reading Recovery using classroom teacher judgement and results from the Observation Survey. Looking across measures, teachers select children who are the lowest achievers. The Observation Survey is also used to evaluate children who receive the program. The following six measures comprise this diagnostic tool:

1) ***Letter Identification:*** Children are asked to identify 54 different characters, including upper- and lower-case letters and conventional print for "a" and "g."

2) ***Word Test:*** Children are asked to read a list of 20 words drawn from the words used most frequently in early reading material.

3) ***Concepts about Print:*** Children are asked to perform a variety of tasks during a book reading. These tasks, presented in a standard situation, check on significant concepts about printed language, such as directionality and concept of word.

4) ***Writing Vocabulary:*** Within a 10-minute period, children are asked to write all the words they know. The score on this test is the number of words spelled accurately.

5) ***Dictation Test:*** Testers read a sentence to the children, who write the words, indicating their ability to analyze the word for sounds.

6) ***Text Reading Level:*** Measures of text reading level are obtained by constructing a gradient of text difficulty, then testing for the highest level read with accuracy of 90 percent or better. Levels are drawn from a basal reading system that is not part of Reading Recovery instruction.

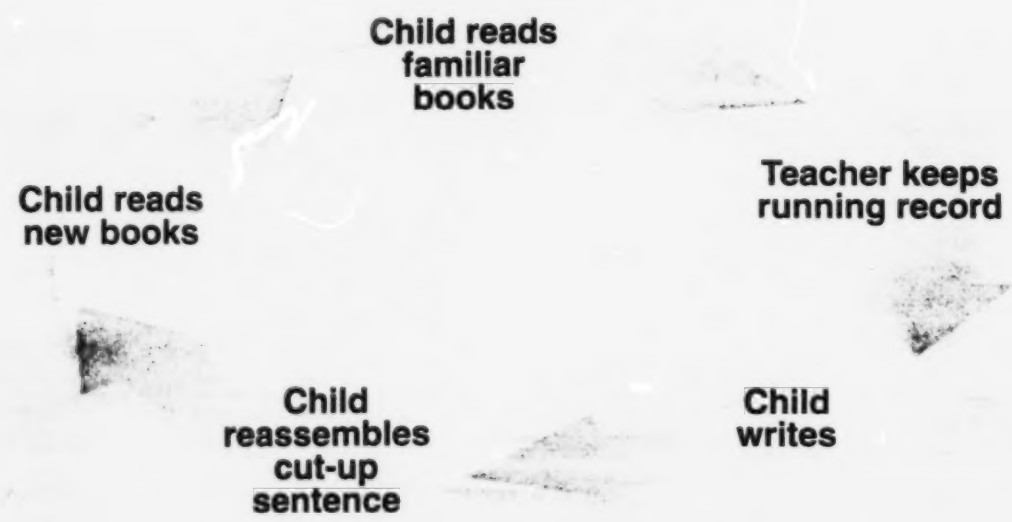
The framework of a Reading Recovery lesson remains fairly consistent from child to child. However, each lesson is unique. The child and teacher have their own interactions which determine the direction each lesson may take. The teacher constantly observes the child's reactions and questions. All will vary based upon the child's responses. Books to be used in the lesson are chosen specifically with each child in mind. Books are selected from a variety of *little books* from numerous publishers for their appropriateness of natural language, meaning, and level of difficulty.

At the beginning of each lesson the child reads familiar books. These books were introduced in earlier lessons and have been placed in a group specifically for the child to read with ease, confidence, and fluency. Some problem-solving may also occur in this part of the lesson, although the primary focus is to ensure student success with a minimum of teacher assistance. After the familiar book, the child reads a book that was read once the day before. The teacher keeps a detailed record of the child's behavior for use in selecting the appropriate teaching strategy.

Next the child writes a story. This allows the child the opportunity to observe the connectedness of reading and writing. The child writes independently and is assisted by the teacher in areas where assistance is needed. The teacher's involvement will decline as the child becomes more independent over time. A sentence written by the child is cut up and the child reassembles it using visual information and language structure.

Each day the teacher selects a new book to introduce to the child at the end of each lesson.

FRAMEWORK OF LESSONS



The child is provided with as much introduction as necessary for the present level of independence. Supported by this introduction, the child reads the text as independently as possible with questions and assistance from the teacher. This book is read the next day independently while the teacher takes a running record of everything the child says and does during the reading. The teacher's role is that of neutral observer in this situation. After the reading, the child and teacher will discuss the strategies the child used to solve problems and detect errors.

Characteristics of Reading Recovery Lessons

Individualized Instruction

Many early literacy programs try to move children along an artificial literacy continuum by teaching skills that somehow *add up* to good reading and writing. In contrast, Reading Recovery teachers carefully observe each student "as a reader and writer, with particular attention to what the child can do within the processes of reading and writing" (Clay, 1993, p. 7).

By working from a knowledge base unique to each student, Reading Recovery teachers move well beyond the traditional *skills and drills* approach associated with remedial reading programs. Each lesson is different from the next. Books are selected specifically for each child based upon individual strengths or needs. Each child responds in a unique way and the teacher then adjusts the lesson to meet those needs. The flow of the lesson changes in response to the child.

Thirty Minutes of Reading Recovery . . .

1. Reading Familiar Books

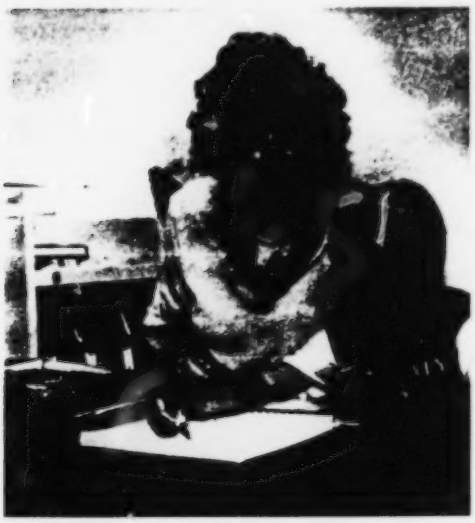
The child is able to read an entire book exhibiting behaviors indicative of good readers. The teacher supports those behaviors through appropriate and well chosen questions or prompts.

2. Reading a Book That Was Read Once the Day Before

The child reads the new book from the previous lesson independently while the teacher notes reading behaviors. The teacher records important information to be used in making instructional decisions, selecting teaching points to be used after the reading.

3. Writing a Story

The child composes a story about a book read or a personal experience. Through joint problem-solving, the child and teacher work together to write the story. The child writes as independently as possible.



4. Working with a Cut-up Sentence

After writing the story, one of the sentences is written on a sentence strip and cut up. The child uses knowledge of the sentence to search and monitor for cues while reassembling the story.

5. Reading a New Book

The teacher introduces a new book, providing a framework for the meaning and language structures the child will meet. This book should offer a little more challenge than previous books read in the lesson, but be well within the child's reach.

Working with Books and Stories

Reading Recovery students typically work with an entire book or a complete story, rather than with unconnected sentences or word lists. By reading and writing continuous texts, children learn to use many different aspects of print—including letters, words, sentences, and pictures—to understand complete stories just as successful readers do.

Accelerated Learning

The goal of Reading Recovery is accelerated learning. Children are expected to make faster than average progress so that they can catch up with other children in the class. The majority of Reading Recovery children typically reach an average reading level after 12-16 weeks of daily instruction. During this period, they continue to work in the regular classroom for all but 30 minutes each day.

Work from Strengths

Accelerated learning is possible because Reading Recovery teachers base their instruction on careful observation of what each child already knows about reading and writing. This approach creates efficiency, as the individualized instruction that follows "will work on these strengths and not waste time teaching anything already known" (Clay, 1993, p. 3).

Independent Learning

The goal of Reading Recovery is not just to improve the reading and writing ability of children, but to help them learn how to continue improving on their own, so that later remediation is unnecessary. With the assistance of their Reading Recovery teacher, children learn the strategies that good readers use. Reading Recovery instruction continues until the child has a self-extending system for literacy learning.

Program Implementation

It generally takes a school district two years to develop a Reading Recovery site: one year to have a qualified member of its staff trained as a teacher leader at a Regional Training Center and a second year to establish a training site and begin training teachers.

The Application Process

To become an approved training site, a school district (or consortium of districts) begins by applying to one of the California Regional Training Centers to have a qualified member of its teaching staff trained as a teacher leader. As part of the application process, prospective sites must secure financial support within the district and obtain the approval of the district superintendent.

The applying district also selects an administrator in the district to assume administrative responsibilities for Reading Recovery. This site coordinator oversees the preparation of the facility, manages the budget, negotiates contracts, and acts as administrative liaison with the Reading Recovery network.

The Training Year

Applicants are selected for the program in the spring, and the year-long residency program begins the following fall. The teacher leader training is a graduate course taken for credit at one of the Regional Training Centers. The program for teacher leaders includes five components:

1. A graduate-level curriculum consisting of a clinical practicum, a seminar in theory and current research, and supervised fieldwork;
2. The daily teaching of four Reading Recovery students;
3. Field requirements, including assisting with the training of Reading Recovery teachers, conducting colleague visits to observe other class members teaching a Reading Recovery lesson, and visiting other Reading Recovery sites;
4. Preparation for implementing Reading Recovery in their district; and
5. Attendance at a number of professional development activities including the West Coast Literacy Conference and Reading Recovery Institute.

During the training year, teacher leaders work with their site coordinators to prepare the site for its first year of operation. They inform appropriate groups about the program, prepare the space where the teacher training classes will be held, order materials for teacher training, and assist in the selection of appropriate teachers for the training class.

Implementation Year

Following their training year, teacher leaders and site coordinators work together to maintain the site. Teacher leaders train new teachers, collect data on children served, and prepare an annual site report. They also participate in a variety of continuing contact events and activities, including national conferences and training seminars, in order to further their own professional development. In subsequent years, teacher leaders visit previously trained teachers and conduct continuing contact sessions.

Key Elements of Reading Recovery

- **Reading Recovery is an early intervention program that supports accelerated learning.**
- **Reading Recovery serves the lowest achieving children.**
- **Reading Recovery is effective with diverse populations.**
- **Children develop a self-extending system of learning to read and write.**
- **Student outcomes are sustained over time.**
- **Reading Recovery teachers serve children as part of their training.**
- **Reading Recovery provides continuous professional support for teachers.**
- **All Reading Recovery teachers, teacher leaders, and trainers work with children daily.**
- **Program success is directly tied to student performance.**
- **Reading Recovery is cost-effective.**
- **Reading Recovery is a nonprofit program.**

Teacher Training at Reading Recovery Sites

To implement Reading Recovery at the classroom level in districts where the program has been adopted, qualified teachers enroll in a year-long academic course taught by a certified teacher leader. This course is offered for graduate credit through one of the Regional Training Centers. Through interactive clinical experiences and theoretical study guided by a teacher leader, teachers learn how to implement all components of a Reading Recovery lesson and to select teaching procedures appropriate for individual students.

Teachers-in-training continue to work full-time in their school districts as they receive instruction in Reading Recovery procedures. The most common arrangement during the training year and subsequent years is for the teacher to spend half a day teaching Reading Recovery students and the second half in other teaching duties.

Implementation Models

Reading Recovery has been implemented in California using a wide variety of models. Reading Recovery teachers are required to spend half a day (two and one-half hours minimum) working one-to-one with children (usually four). The remainder of the day is assigned to various other teaching and support functions. Districts have reported using the following configurations for assignments of teachers:

- Chapter 1 remedial reading or Special Education Resource Specialist Program (RSP) teachers spend half of their day in Reading Recovery and the other half working with individuals or small groups using other instructional strategies.
- Two teachers share a first grade classroom where one teacher teaches the class and the other uses Reading Recovery with individual children and then they switch roles for the second half of the day.
- Kindergarten teachers teach one session and then spend half a day in Reading Recovery.
- Migrant education teachers use Reading Recovery in extended-day sessions.
- Half-time teachers are employed as Reading Recovery teachers.

The Costs of Implementation

The costs of adopting Reading Recovery include those associated with the establishment of a site, as well as ongoing site maintenance. Start-up expenses include training fee, materials, and expenses for the teacher leader-in-training; the installation of a one-way glass at the new site for teacher training; and a portion of the site coordinator's salary during the training year. Following the training year, new sites provide funding for teacher leader salaries, continuing contact for teacher leaders, site staff support, and training materials. For specific information regarding costs, contact the Regional Training Center in your area.

The Benefits of Implementation

Implementing Reading Recovery requires a substantial commitment on the part of the district. The integrated nature of the instructional programs for children and educators, the use of quantitative data to measure the results of the

Funding Sources

Chapter 1 (Remedial Reading)

Chapter 2, Option 7 (Staff Development)

Miller-Unruh (Primary Grades Reading)

School Improvement Program

Special Education (RSP-Resource Specialist Program)

Itinerant Language, Speech, and Hearing

Bilingual Education

Mentor Teacher

Migrant Education

SB 1274 (School Restructuring)

Even Start

Integration Consent Decree

Reading Specialist

General Fund

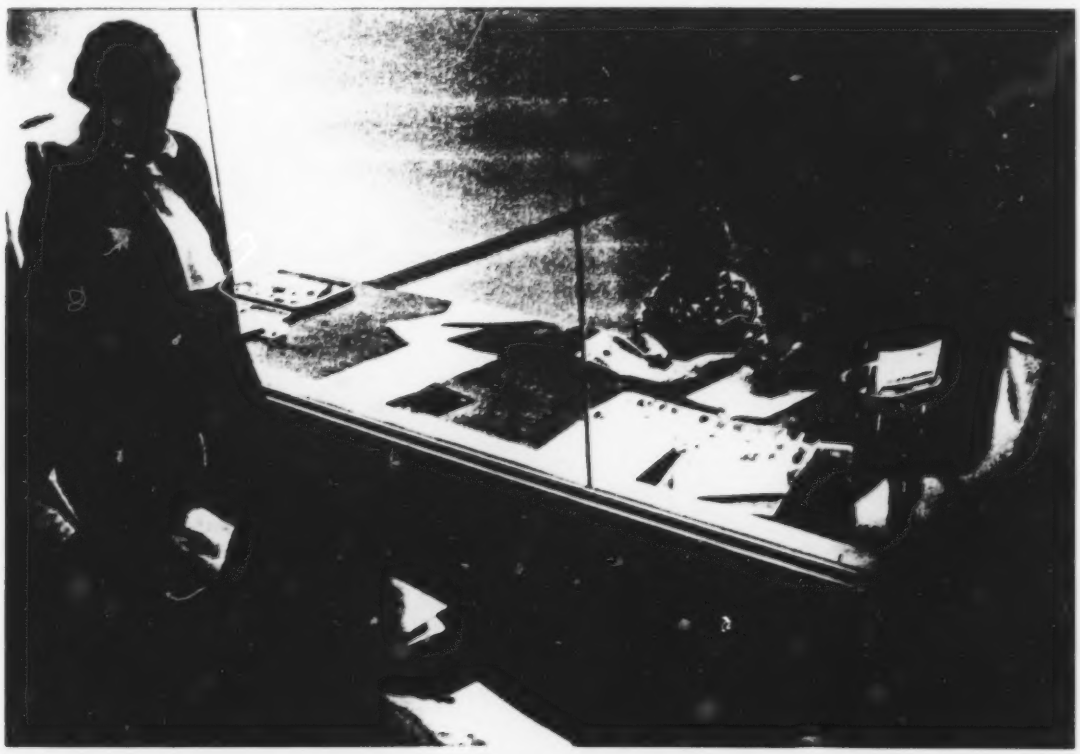
25

intervention on all children served, the strong professional development model—these and the other features of the program simultaneously ensure its effectiveness and demand a high level of support from participating individuals and districts. This level of support is justified by the accelerated growth achieved by Reading Recovery program children and the transformation of teachers who become true change agents in their districts.

Behind the Glass

Extensive use is made of a one-way glass for training lessons. Once a week during the training year, two teachers each work with one of their children individually behind a one-way glass while the rest of the teachers-in-training observe from the other side of the glass. Guided by the teacher leader, the teachers engage in an intensive discussion of what they are watching. After the lessons, teachers participate in a critique session.

Use of the one-way glass has been proven to be one of the most powerful components of staff development in Reading Recovery.



What California Program Participants Say

The effects of Reading Recovery extend far beyond the children served. In questionnaires administered to parents, administrators, and classroom teachers, as well as Reading Recovery teachers and students, individual reactions to the program were collected.

Parents:

"Sean went from a disinterested dependent child in school to an enthusiastic, proud, and interested student. It didn't happen overnight, but the confidence he gained through the duration of the program made Sean a happier and more confident person. He loves school so much now, when before he was unhappy there."

"I love the program. How many parents can say their child learned to read in two months?"

"The program turned around a potential problem which could have limited his success in school."

Teachers:

"After teaching first grade for over twenty years, I have finally been involved in a program that really helps low functioning, immature first graders succeed. We need more of this program and should have had it sooner. Thank you."

"I think this is one of the most significant changes in our educational system. It would be so wonderful for every child to experience."

"It's a program that WORKS! Children involved in this program succeed."

"I have noticed that each student has greater self-esteem. They seem to 'come out' and hold their heads high . . . they have the attitude, 'I know I can'."

Administrators:

"All students involved with the program demonstrated a high level of self-confidence that was not visible before the involvement in the program. Reading has become a high priority for the students at school and at home."

"I am so pleased to say that the students have moved back into their classroom reading program as confident grade level readers. Their self-esteem has really risen and in some cases behavior has improved."

"We have . . . students who went from being at the bottom to being at the top or near the top of their class. We have students not in Reading Recovery who have benefited because their teachers (Reading Recovery trainees) have done things differently with the whole class as a direct result of what they have been learning."

"Our first grade teachers have never felt more positive about the students they are sending to second grade. I am certain that we have 'saved' several students who would otherwise have been in R.S.P. two or three years down the line."

Regional Training Centers for Teacher Leaders

Reading Recovery in California
California State University, San Bernardino
School of Education
5500 University Parkway
San Bernardino, CA 92407-2397
(909)880-5646; FAX (909)880-7010
Trainers of Teacher Leaders:
Patricia Kelly and Adria F. Klein

Central California Reading Recovery Project
California State University, Fresno
Department of Literacy and Early Education
5310 North Campus Drive
Fresno, CA 93740-0002
(209)278-0223; FAX (209)278-0404
Trainer of Teacher Leaders:
Judith Neal

Northern California Reading Recovery Project
Saint Mary's College
School of Education
P. O. Box 4950
Moraga, CA 94575
(510)631-4309; FAX (510)376-8379
Trainer of Teacher Leaders:
Barbara Schubert

Training Sites for Teachers

ARVIN
Pat Allen, Teacher Leader
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(805)854-6503; FAX (805)854-2362

CALIFORNIA STATE UNIVERSITY, FRESNO
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Betsy Schultz, Site Coordinator
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Riverside, CA 92501
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Linda Davis, Site Coordinator
Division of Program Development and
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